San Jose Historical Museum
Archives Oral History Project

INTERVIEW OUTLINE

SUBJECT: Dr. Alice Scofield
NARRATOR: Marcella Elliott

A. Personal History

1. Family background

*Date and place of birth
*Where you grew up
*Parents places of birth
*Brothers/sisters
*Family occupations

2. Educational background

B. Career

1. Decision to become an educator
2. Early positions and training
3. Beginning at SJS
4. First department
5. Courses taught
6. Principal leaders at SJS at that time
7. Major events occurring during your years at SJS
8. Affect on you personally
9. Impact of these events on the University
10. Differences between students of the 1940's-50's and today

C. Summary

General comments and observations:

Did you enjoy your years in the education field?
What were the most rewarding times?
What was most difficult?

Accomplishments and/or contributions of which you are most proud.

D. Anything to add which I might have missed?

E. Suggestions for others to interview

PRELILMINARY INTERVIEW OUTLINE

A. Personal History

1. Family background

When and where were you born? Where did you grow up? Where did your parents come from and what did they do for a living? Number of brothers and sisters, etc.

2. Educational background

B. Career

1. When did you come to SJS?

2. What department were you first in?

3. What courses did you teach?

4. Who were the principal leaders at SJS at that time?

5. What major events occurred during your years at SJS?

6. How did they affect you personally?

7. What impact do you think they had on the University?

8. What differences do you see between students of the '40s and '50s and today?

D. Summary

General comments and observations: Did you enjoy your years? What were the most rewarding times? What was most difficult?

Accomplishments and/or contributions you are most proud of?

E. Anything else to add?

F. Suggestions for others to interview

SAN JOSE HISTORICAL MUSEUM
ORAL HISTORY PROJECT

AUDIO CASSETTE: #107

VIDEO CASSETTE:

INTERVIEW DATE: March 12, 1992

INTERVIEWEE: Alice Gill Scofield

SUBJECT: Family History/Teaching Career

INTERVIEWER: Marcella Elliott, SJHM Volunteer

TRANSCRIBER: Evelyn Cannon, SJHM Volunteer

This is Thursday, March 12, 1992, we're interviewing Dr. Alice Scofield at San Jose State College in Room 437.

AS=Alice Scofield

ME=Marcella Elliott

ME Dr. Scofield, what is your telephone number?

AS My telephone number is 924-3777.

ME Thank you.

Dr. Scofield, you have your outline in front of you and you understand the purpose of the interview and all that. We're collecting history of the area basically in San Jose and not a lot has been done about the educational history and so San Jose State naturally would really fit into that and I'm hoping you can give me some information today. Now let's start with your personal history according to the outline. Just tell us where you were

born.

AS All right. I'm a Californian and my parents were Californians. My mother's family came to northern California in Humboldt County in 1850 and my father's people came to California shortly after the Civil War in 1867 and went to the Fresno area, Porterville to be exact. I was born in Newman, which is on the west side in the Valley, in 1918 and just across the street from the railroad tracks practically in that little town and I think that covers the first part of it. I have three brothers, two living, and one sister and we all went to Stanford for one degree or another. My father was a farmer and my aunt, who raised or reared us as I think you would say as a more appropriate English, was a school teacher who graduated from San Jose State in 1892 so I like to say I have a hundred year history at the University and some of my favorite pictures and lots of my favorite stories are related to what she told me as she was going to school. For example, when she came here to school, she was 17.

ME And what was her name?

AS Elizabeth Fillmore, and this was her first experience in going to school. Up to that time my grandmother had

taught her and she did very well here. Often talks about going to the church, that we just spent several million reconstructing, with her closest friend.

ME St. Joseph's.

AS St. Joseph's and what it looked like then. And at one time she and her friend who went there to church decided that they would like to go out to Santa Clara to see a friend of theirs from home and so they rode out on the street -- I don't know whether it was a streetcar then -- but anyway the public transportation that there was and it was a considerable distance.

ME Santa Clara, right?

AS To Santa Clara and when they got there, since it was a boys' school, whoever the father was would not let them see the man that they wanted to see.

ME At Santa Clara University?

AS Santa Clara University. He said he had no choice in the matter but to turn around any young girls who would <u>dare</u> to come to see a young man. And they said, "We've known him all our lives", but that's beside the point.

ME And what year was this?

AS This was about 1891. You see how times have changed (laughter). She said, "We were all dressed up because we were told we could never leave the boarding house where they were", and I have pictures of them in those places -- I should have brought them for you -- without white gloves on and a hat, of course all the appropriate accoutrements. But it's kind of fun to think of how differently we view the world these days.

ME So she went to the Normal School.

AS Yes, she went to the Normal School, San Jose State Normal.

ME And became a teacher.

AS And became a teacher and went back to Humboldt County where she was born, and all of my mother's family were born, and taught school in that county until she retired at age 65 in about 1937, I think something like that, it could be later than that; I guess it was a little later than that, it was during World War II that she retired. And she'd been the elementary school principal and in one-room and two-room schools and often told stories

about -- her first school was out in a little town called Garberville, we know better now for its association with marijuana, and that she had to go out on horseback and it was a two-day trip from Ferndale to get out there. And then of course no self-respecting young woman could ever have her own apartment so you had to hunt for a family to live with. And she taught school there for three years and then she had an opportunity to go to Eureka and she was in Eureka through -- I know through the earthquake -- and I don't remember just what year she came back to Ferndale where her family lived. But it's always an interesting story at home to hear her tell about the earthquake, the 1906 earthquake, because she was teaching and you could look out of the school she was in in Eureka and see the harbor that Eureka still is and she recalled that she and her friends conversed that morning over the fact that there were no ships coming in and they were sure something had happened but they didn't hear anything.

ME But they hadn't felt the earthquake?

AS No, they hadn't felt the earthquake at all. It's interesting to note our differences in communication. Theirs was observation (laughter) and now I don't know, I didn't hear anything so how can I know what's going on,

I didn't hear anything.

ME They knew because the ships didn't come in.

AS They knew because the ships didn't come in that something had happened in San Francisco.
Well, to go back to myself. When I graduated from Ferndale High School then I went to Mills College.

ME What high school was it?

AS Ferndale _____, which is still a very small community but a nice little town, we think so anyway, and I have the family home there that I grew up in when I went to high school and we're right on the banks of the Eel River and that's our chief worry now when there might be a flood carrying it away because it's now under the new regulation in wild river territory so it makes quite a difference. Sometimes we feel very unkindly toward the law when the river gets high. My family really made the decision for me to go to Mills though I acquiesced, I guess I would say, because I wanted to go to Cal but they thought since I was 16 I should go to a school that provided more of -- what is it -- in loco parentis that you were not (laughter) there and present, you became part of it and that was true.

When I went to Mills you signed out in 1935 and if you were signed out till 10 p.m. and got in at 10:01 you had a lockout. Fifty years ago, of course they're more now but they were very particular about time. And I said it was the first time I'd ever learned to tell time and there was a clock in the office when you signed in but you had to sign out. You don't do that anymore, but the university then felt that it had to know where you were at all times. And you couldn't say if you got in at 10:02 that you were in at 10 because the switchboard operator was sitting there and she would always check to make sure you had put down the right time.

ME You didn't have to punch a time clock?

AS No, there was no time clock but it was just the same thing and if you put down anything earlier, why she would see to it that you had appropriate discussion afterward. And I graduated from Mills in English and then went to Stanford for my teaching credential and M.A. and taught in Modesto for six years.

ME What _____? (voice very faint)

AS In the high school there, Modesto High School.

ME What were those years?

AS 1940 to 1946.

ME Into the war years.

AS Into the war years, um hmm. When my husband came -- wasn't my husband then but when he came home why we were married and went to Southern California. I taught in Pomona until I came back, when he was reassigned to Stanford I came back and got my doctorate and then I came to San Jose State.

ME What kind of work did he do?

AS He was in education but he was in the service but his job was to look after in-service in the military in his particular units that he was in. So we had a lot in common about that and he traveled pretty much between here and the Orient.

ME Did you meet him here?

AS No, I met him when we were both first year teachers in Modesto when I went there. Of course when the war came, he was drafted immediately and then he went to Europe

almost -- with the Eighth Air Force -- overnight. And I came to San Jose State and my first office was over here in a building that's now torn down and we had a lot of fun over it because Secondary Ed has the back area apartment and I always used to say, "Well, I share a back bedroom with three men." (laughter)

ME What building was that?

AS It was in an apartment house is what it was.

ME And on what street?

AS Right across the street here where the....

ME On Seventh?

AS On Seventh, right across now where the new building is for a sports arena. That's where we were, it later became Foreign Language after we moved out. It was very interesting and Seventh Street was not closed off anywhere and you could always get a place to park.

ME What year was that?

AS I came here in the fall of 1955.

ME '55 huh, that's interesting. I started school in '56.

AS Is that right. That's interesting. 1955 I started. They were just getting the Secondary Ed Department underway and I was half-time in English and half-time in Secondary Ed and I had that appointment until I retired -- half-time in both departments with a special interest in English education. The secondary programs were new then, it was only the second year it had been in existence so we expanded early. I laugh and say, "Well I was the first one in the department", and it's true. And I laugh now, one of the men who is retired -- of course they're all retired -- but one of them who was in Administration said, "Well, it was all right to have me because I was half-time in English", and I said, "And sure, I can make coffee too." (laughter) But there was some resentment and then shortly after that of course they got a lot of women and not before, they'd have no qualms about hiring. Some of them -- you heard about the resentment.

ME There really was then and so you were a pioneer in that sense.

AS In that sense, uh huh, in the fifties in this department. There were lots of women in English.

ME In English, I'll say.

AS But in Education -- Secondary Education was new and so the new _____ that they hired of course were men and men had that feeling, new power. It's fun to look back on the things that you learned to laugh about and what now becomes a big issue. Oh my Lord, let's quit and go on to something more important (laughter).

ME Right, you get a big perspective.

AS You do, you get a perspective on a lot of things that you realize may seem strange at the time but they don't. Well, I'm still making the coffee (laughter), I made a pot this morning (laughter) and it doesn't bother me now any more than it did then. The rule is whoever gets there first; a man may make it one time and one of us another time so we all know we can make coffee.

ME Do they expect you to take notes in the meetings and that sort of thing? Did that ever come up?

AS No no, I don't think in Secondary we ever kept notes. The chair was responsible for that kind of thing. No they never bothered with notes. _____ (this part inaudible). There was never any idea of

running a _____ (loud hammering noise here) club or anything like that that you'd refuse. The chit Dr. Ford always sent out, "I think these were the things we discussed at the last meeting." (laughter) We didn't (laughter).

ME Dr. Ford was, what was his full name?

AS Dr. Servais Ford, we called him T.W.

ME Servais?

AS Uh huh, and he was Chair of the Department of Secondary Ed. Off and on, in fact when he retired fully last June he was back again for the semester doing that Secondary role. So he and I had a long history of being here and it was always delightful to work with him, I should say very very pleasant.

ME And what courses did you actually teach?

AS Well when I came I taught a curriculum course for the School of Ed and then I taught Writing and Composition in English and then I taught, after the first semester, then I added a reading course for junior high candidates and I taught that and then one way or another I taught it

through the next many many years.

ME Did you ever teach junior high level?

AS Well, I started in with Ninth Graders, the same thing, so I always thought I'd had junior high experience.

ME I've had both experiences too, they are different.

AS They are different. Junior high school is very different from a high school and in Modesto we had a four-year high school and I began with what we called then Social Living and it was a two-hour course. It was the answer _____ of other educators at Columbia providing children with a beginning in school and there was a two-hour _____. We taught two two-hour courses and then one hour where they broke up in socializing or whatever we wanted to call the Social Studies and the ending. The English curriculum was well defined; the Social Studies aspect of it was primarily community and work _____ (voice fades out). And if I sometimes look back and think well there's nothing new about criticism of education because if you were a prominent person in Modesto at that time you saw fit to criticize the idea of social living because you wanted your children to have a

highly academic program in school and if they didn't have a highly academic program you didn't know what would happen to them. They needed the three R's and....

ME Lot's of homework.

AS Well, and not so much lots of homework, they always had that but you made it very hard for them. And of course at that time the group having the most difficult time were the ones who migrated from Oklahoma. The Dust Bowl was only five years by and they were migrant workers; this was the year before World War II began. They lived out in a section called "the airport" and were really disdained by the people who lived downtown. Talk about discrimination; it was very obvious in school although we all tried to avoid it.

ME (Voice very faint; question not heard.)

AS I suppose in my years in Pomona and Pearl Harbor but the thing that really would upset me at the time was two days later or four days later the Japanese departure. It really split the school.

ME Did it really?

AS And I remember a lady that I really enjoyed very much, she taught Algebra in the room next to me and she thought it was just the thing to do and I was so insensed that I was going on a mission impractically (laughter). You know how you are when you're 21 years old and you're sure you can set the world right if they'll just give you a chance to. And I thought this was going to be my chance to do this to citizens and I still feel that way. And I don't know how she would feel, I don't know whether she's living. But she felt that and I couldn't believe it. You know, you look over the things you've kept from 50 years of teaching and one of the things I cherish is a delightful little wall piece that the Japanese girl I had in class brought in the day she was leaving. And she said, "I want to see you again and I want you to have this", and the letter from her is one of my cherished possessions.

ME Did you ever hear from her?

AS Never heard from her again and I have known a lot of people since who were in Manzanar and _____ but I never heard,all I know is that her family lived in Colorado. And I had gone from Modesto by the time they were all getting _____. I never did hear from her. And it was interesting at that time the

few Japanese we had, people said, "Oh you know, they're the smartest ones at school and now we say it (laughter) of the other Asians. There's a stereotype there (laughter) and we'll dig it out on any time we need to and I laugh about that and I think well I don't know where the stereotypes begin but they seem to stay through generations unfortunately. It's hard to weed them out.

Then I moved from freshmen to sophomores and then to three periods of English because it was thought that I taught a very difficult course, therefore it was very respectable (laughter). So I had the children of the community college people and those children; I used to laugh about it and so did the very wonderful supervisor we had who was vice principal, Grace Davis, for whom the school was named. She was a tremendous person.

ME Now that sounds like another _____.

AS No, she was a supervisor.

ME A supervisor?

AS The Associate Principal was what she was. When I went there there were 10 of us who were new and she was always our friend, and I suppose in my years of supervising

indirectly my model came from her. And we none of us ever thought of it as a supervisor.

ME Part of a team.

AS Part of the team and looked at it that way and that's always the way I look at these things, and I hear others who are, "going to be evaluated today" (laughter), you know and well so what. If you did a good job yesterday, it's presumed you'll do one today. But that was true but she was wonderful. I saw more of her than I did other supervisors along the line who saw themselves maybe coming once a year, once a semester or something. So I felt a real loss when she died.

Then I was married in the spring of '46 and my husband was in Southern California and so I went to Pomona to teach, and he was at the Mount San Antonio Junior College at that time and they were just expanding that so I was there for six years.

ME At Pomona you taught high school also?

AS I taught in the high school there. The difference was that Pomona High School was a three-year high school because there was a junior high that was a three-year

school. That was very interesting because all of a sudden you were dealing with kids who were a year older _____ and I still hear from many many of those the first year I was there. And they were a delightful bunch, they all were. I see some of them at meetings and that's lots of fun. That's six years in my life and then I came back to Stanford when my husband was assigned to Stanford. I got my degree in Education and then came to San Jose State.

ME That was a Doctor in Education?

AS A Doctor in Education, um hmm.

ME Was your Masters in Education also?

AS My Masters was in Education because I got it there when I was getting my teaching credential, and I often laugh because then I worked with Holland Roberts. He later became a sort of a Cause Celeb with the people who were McCarthyites, I always thought. We none of us felt that way about him (laughter) that whole group at Stanford. We had a very interesting time that year, I was there full time for a year. That was back in 1939, that's when I was there getting my credential; I was there with him when I did my Masters.

ME He was?

AS He was Holland Roberts.

ME Holland like the country of Holland?

AS Uh huh, yes Holland Roberts. I really learned a lot from him that I think we're not getting around to in education, but many people felt that his politics were what concerned them somehow. I never was concerned about that, I was there to be an English teacher.

ME Was he a Professor of English?

AS He was a Professor of English and Education. So then when I came to San Jose State....the principal leaders at San Jose State at that time I have a hard time remembering. Dr. Sweeney, for whom this hall is named of course, was the Dean of the School of Education.

ME I copied some other names down here, too. Wahlquist, I guess....

AS Dr. Wahlquist hired me. I think presidents always seemed very far removed from us in those days, much more so than they do now. I don't know whether that was just because

we were so busy over in that apartment house that we didn't -- we'd complain but we'd always complain to Dr. Sweeney if we wanted anything.

ME Now he was what?

AS He was Dean of Education, he was an institution; he died a year ago, I think. He retired for a few years, but a very popular administrator. And Dr. Hailer who came the second or third year I was here; he's still here. He and I are the only two that are still here of the original group, the chair the bedroom, so we often laugh about that.

ME In the bedroom there was you and Dr. ....

AS Dr. Beckel and Dr. Henry Beckel and I had a lot in common because his mother had gone to school here. He lives in Willow Creek now up in Northern California.

ME Hailer is....

AS And Hailer is in Technology here on this floor.

ME Okay. How does he spell his name?

AS H-a-i-l-e-r. He came from Wisconsin, where he had gotten his Doctorate, I think the second or third year maybe we were here. There were three of us in one room.

ME So was Sweeney with you that year?

AS No no, Sweeney was downstairs. He wasn't even in our building; there was no place for the Dean in our building -- another building that has been torn down. He and I don't know who else was in the building. In fact, as I remember it, this whole block here on Seventh Street -- you came in '55?

ME '56.

AS The new cafeteria wasn't built when you came.

ME Right.

AS And the old cafeteria -- there was a building in back of that where you were.

ME Okay. I remember the library.

AS The _____ Department and then the library.

ME And the general _____ offices were there and then the Spartan Bookstore.

AS That little tiny building. I often look back at it and I have to laugh because in those days they gave faculty a discount and we always just charged things, and I remember I always said, "Well I'll charge things up to a hundred dollars." Then I would pay for them and I laugh about how much our pay has changed because then in the summer I taught summer school and in a week's course -- I did some kinds of special courses that were week's courses before summer sessions started -- and we got a hundred dollars for the week and I thought, my, I was very well paid (laughter). And we had a very exciting time. All that building has been torn down of course. The Music Building was here though, you remember, when we came and that was a place that had marked Greek design _____(voice fades out). But when they built the cafeteria that we have now, that was when the first lot of apartment houses was built and then they left those apartments, the foreign languages over there where we had been. They took over the whole building when we moved in here and I think we moved in here in 1962 so I've been in this office a long time.

ME Thirty years.

AS Um hmm.

ME It doesn't seem like this building's been here that long.

AS Yes we've had it. It has a nice big track out here where they used breaks from the earthquake.

ME From the last Loma Prieta Earthquake?

AS Um hmm. No we had a lot of fun over the last earthquake because I was here in the office with two of my graduates here. _____ (voice inaudible).

ME No!

AS She and her friend were in here and we were working and all of a sudden, "Ah!" I said, "Earthquake", and I said "Get out", and so they got out and they said, "You've got to come too", which I thought was dear of them (coughing) so we all stood in this doorway until it was over. And then when it was over, we had no idea how bad it was but we had just one thought, "Let's get out." And not a thing had moved in here.

ME Oh really!

AS Not a thing. I said -- you know, everybody was having a lot of fun -- "I wonder what Scofield's office looks like. It's a wonder she's alive." (Laughter) I said, "I have the only office on the floor that nothing moved."

ME Not a thing moved.

AS That's it. I said, "It's just that I know how to put things in. I give them plenty of room to sway one way or the other way." (Laughter) So the three of us walked downstairs and went to our car and got out ahead of the crowd because the rest of the people were out here and kind of stunned over what had happened. We just thought it was lost, get out in a hurry. It made it much easier, we got home ahead of the traffic _____ _____(voice fades out). We've had other minor earthquakes along the line but that was all.

We all worked hard and I think established a very fine reputation for the Secondary Program in this institution.

ME What about the English Department?

AS Dr. Miller hired me. Did you know Dr. Miller? He was a love. Everybody liked Dr. Miller.

ME What was the first name?

AS Harold.

ME Harold Miller. I'm sure I did because my _____ was English.

AS You must have known him. You know he was acting chair for Dr. Barry. You know Dr. Barry?

ME Right.

AS He came back the next year then Dr. Barry retired, as I remember, a couple of years later and then Dr. Miller resumed the chairmanship again.

ME I remember Dr. Shepherd.

AS Oh yes, Esther Shepherd I knew very well. She was a delight wasn't she?

ME I had European Literature from her. The best course I ever had.

AS I can believe it. She made it all come to life and I loved her work in mythology. It was just great. And I'd

go over to her and I'd say, "I want to do this with a group of people who are teaching English. Now tell me, what should I do?" She was always just delighted that anybody would ask her. She knew so much that it was just a pleasure to do it.

ME In one of the books I did some research for, her name was brought up. In fact, it was a book that was written about San Jose State by Gilbert, Glen Gilbert.

AS Yes, Mr. Gilbert.

ME And it mentioned Dr. Shepherd and Paul Roberts.

AS Paul Roberts, of course, was another one.

ME Right, outstanding in English.

AS He was an outstanding professor, particularly in developing a system of grammar for elementary schools, transformational grammar for elementary schools. While his death marked its demise; really it never came back again. I still go back to that when people ask for things, particularly in spelling. I said, "Well I think if you had used Dr. Robert's book, the series KA, you'd have a good handle on it because he had _____ an

excellent one." The trouble was the professionalism _____ and in-service at that time hadn't involved asking teachers to learn a whole new system and of course they've never done it again (laughter), never done anything against the system. And as a result it died. We still teach that but the schools ask for traditional _____ and I think transformational grammar has now become more or less the grammar of scholars and the assumption is that -- well Chansky has said this probably -- they teach grammar _____ (voice very faint)_____. My own feeling is it's so abstract that you have an awful lot of youngsters who can't understand what they do. It's just one of those things. I think now they do research that says the people who do best in grammar do best in mathematics because it's the same kind of setup. You asked what was going on, that was the big argument.

ME Oh was it, in the grammar field?

AS The grammar field, and then it rears its ugly head regularly when people decide that teachers don't know enough grammar when somebody else wants them to teach something. We haven't had so much of that in recent years, I think probably as a result of the National Writing Project. That has been a very fine thing. That

began really here in California when a group of us who wanted to train teachers to do some work with in-service -- teachers training teachers -- it was a real good thing, and so we went down to Asilomar with them. One of the supervisors, Helen Strickland, who was from the South -- not Southern California but the Deep South from Alabama -- was the curriculum coordinator in Northern California and she really spearheaded it, in Auburn actually. She spearheaded other curriculum coordinators for language arts in that area, and _____ started on working _____ teacher plans so we did the work there, and then from that work Jim Gray was part of it and then when we were all through he said, "Now I think there's money in the Congress for....", what was it, the Secondary Education Bill -- the NSCC had just been passed -- "and I can get some money", so the next alliance project was developed in the same _____ and it's still going strong.

ME Now how does it work, what actually does it do?

AS It actually -- you apply, if you're interested, and it goes as a K12 base and brings that group of teachers together for six weeks in the summer to consider _____ (loud hammering and sawing in background) in composition and to work on it and to

develop the idea that you too can share with your colleagues what you have learned and then they're out in the fall back in your schools and they're expected to have workshops in their own districts and their own schools on what they have done. And then that gives those people a reputation and then those who are outstanding do more. And I think it's been a wonderful program.

So what's going on in San Jose State, I'm watching the time here. When I came here, on days that it rained -- you may remember in the old quonset huts (laughter) -- you stopped and if it went on raining you said, "Get going", because you knew you weren't going to be able to be here.

ME That's right. Now those were put up during the war, weren't they?

AS They were put up during the war, as I understand it. They were here when I got here and they were what we taught in.

ME I had French in one of those.

AS I can remember Composition was in the old complex, the

Cafeteria was almost across the....so English 1A was over there. It was a four-year course, that was _____. Then the curriculum course was in the quonset hut and it was a wet winter the first winter I was here; I used to think, "Those rains, can't we do anything." When I think about how much the portables are supposed to cost now and we have them in just about the same places on the campus (laughter) that we had them then (laughter), and I wonder if they will be _____ of people as they were to us. Right now they aren't, people think it's very nice.

ME They like them of course?

AS Well, they accept them for a lot of office space. _____. It's interesting. It's the rapid growth in the University. I know when I came here there were about 5000 people and the raft of growth year after year after year so we were always adding new staff and trying new courses.

ME Did you find that stimulating?

AS Oh well, I thought it was a great place to be. We used to have some wonderful arguments and they weren't concerned with selfish motives at all. It was just what

do we think is best for the institution. None of us that I know of was concerned about promotion. We assumed we were going to do a good job and when we could be promoted we'd be promoted.

ME That's interesting, yeah. You didn't have that sense of publish or perish?

AS We didn't have that sense at all. I was very busy and had people working on state things and I didn't worry about publishing because the state would publish the only thing I would do about -- why worry about it. But we didn't worry, but we did do things. And we were giving a nice presentation as a unit out in the schools for the things that we were doing and I think that was part of it. Now people are worried about their dossiers. When I came here you wouldn't have even known what the word meant except in an abstract (laughter) _____. "What are you doing?" "Well, you know what I'm doing." We shared what we were doing.

ME How about that in contrast with Stanford? Was there a difference in atmosphere?

AS I think that Stanford went -- about the time I came here they started their trek toward grants. The grants were

the thing that it was important at Stanford that you get - grants. And if you got grants, that augmented your income so there wasn't the need to worry about whether you were going to be a full professor. It's a little different here, it still is and the politics are still different. Yes, that's true and let's see what else.

The buildings that came in. You know, there was always building going on. We went from hearing the rain and stopping class to hearing the bulldozers and other kinds of equipment on this campus as they built other things, and the freeways of course that came in.

ME Are the students different, you think, at all? Besides their nationality.

AS Their ethnic base is much broader which is exciting. It gives it an international feeling. I just think it's great when you walk the halls around here, you hear every language that you've ever heard spoken during the week some time and I just think that's wonderful. Now that wasn't true when I came here. To see the numbers of people and the variety is great. I worked with the intern program all the time we had it and at that time -- over ten years I guess, '65, '66 -'76 -- well we were training people in much the way they're talking about now

"teach for the United States" or "teach for education." That girl's program so nearly is ours that I often laugh and think, "Why didn't I write about it in all those years I was doing it." And of course my reason is I was too darn busy doing it (laughter) whether I wrote about it or not. I had people to see and principals to convince that they could hire these kids. But at that time we did have the minorities that were represented in appropriate percentages and that program always did. I'm very proud of that because we wanted to and I think one of the reasons that we could do it so well, and it couldn't be done now, we weren't hamstrung by the state. But they must have this or this or this or that. We're just getting ready for a C2C accreditation next week; in fact, I almost called and said, "Hey look, we're so busy we'll just come after it." (laughter) But we didn't worry. We assumed we were an institution that could look after ourselves and this is a program with which we could do. New College was where a lot of our people were coming in to our program graduated from, they were minorities who had come in and others who weren't able to take the, I suppose the rigidity, of normal majors went over to New College and it was great. I had wonderful teachers; they're out there in the schools now, superintendents, and in fact Jean Brockman, who is Superintendent at San Jose, was one of mine. She was one

of my interns, a wonderful teacher. So when I hear about this now 25 years later, I think you're not doing anything new except she has only been able get about a 70% staying rate. I want to write her a note some day and say, "Madam, I did better than you did. I had a 95% staying rate and the people who left I asked to leave", because they were people that we just felt needed either....

(End of Side 1. Note: Conversation ended in mid-sentence.)

Side 2

Those who didn't, they're certainly doing wonderful things around here. I'm just really proud of them. Well, we worked them very hard their last year.

ME And how did that -- that was the ten years.

AS That was ten years and then when the credentialing program changed, we didn't see there was any need and that's when we dropped it. And then there was talk about renewing it a few years ago but it just never really got off the ground.

ME Who is this person that is writing about it now?

AS Oh you know, she went to Princeton. I remember when she got the first notice out that she wanted to start this. Was it "Teach for the United States"? Something like that. And she was going to take young people just out of college who were bright, train them in the summer. I remember taking that the morning it came out into a class in semantics that I was teaching. I said, "I want to read you this and I want you to make some assumptions about who this lady is because she had gone to one of the Rockefellers, or somebody like that, to try to get some money for this and of course she did." And I was laughing to myself 'cause we never thought about getting any money. I had my salary (laughter), nobody was gonna give us anything more. But she got all this money.

ME (Voice faint, question inaudible.)

AS But she did and I said, "You can assume she's very rich and she knows all the people to go to or her father does, I don't know which it is." (Laughter) And more power to her really. And she did it on a national scale and _____ sent those out to us.

ME Well let's see, I know you're kind of in a _____.

AS _____ is running short, uh huh. I think our students are earnest, I think we have a great bunch of students here, I really do. Even in the sixties when they told me I shouldn't wear lipstick because it was too bourgeois (laughter). That time I got my face on every morning and they said, "You don't need any makeup. Why do you wear lipstick? You don't need it." (Laughter). You know, it was a friendly relationship; they were concerned about themselves and they felt that the image I portrayed ought to be the one that they wanted. It's kind of fun to think about.

ME How about your accomplishments, Dr. Scofield? Whatever, you know.

AS Well I think I've sort of hinted at enough of them.

ME Your contributions. Have you done some writing actually or are you....

AS No as I said, everything that I've written I was too busy and the things that I did write were all things that went into the state manual or not and so I didn't worry about writing things for publication but that's a lot to write. Now I suppose I see all these young ones, I'd have done it too. You'd feel that you were often obliged to, but

I didn't then. Now I think education is very rewarding. I'm here as a volunteer right now and I love working with the people I'm working with like Arlene. They keep me here till eight o'clock at night but that's all right (laughter). I know they're earnest and I want to help them.

ME And it's all on your own time.

AS Um hmm and that's fine.

ME That's wonderful.

AS It is rewarding to see them through and I know that people like my office mate are too busy to do this because the school's demanding a dossier, it's demanding this and it's demanding that. I don't have to go to meetings anymore.

ME Yes, that's very true.

AS So I can find the new magazines and bring them in for students. "Here's an article that will help your masters very much." I'm delighted.

ME Even children would like to know that.

AS Uh huh, I taught a lot of children throughout the years. I taught Adolescent Literature and then they had a period where we weren't gonna teach Adolescent Literature. Oh, I taught Science Fiction here too; I pioneered a course in Science Fiction. What disappointed me once was that when I went they didn't get somebody else to teach it because I think _____ (voice fades out). Yes there's a need for a course in this for our university, I always felt. It was their prerogative. We have to protect our own territory (laughter).

ME Let me ask you about some of the English teachers that I remember just from my own personal....Dr. Richards?

AS Oh yes, Marian Richards.

ME Marian Richards.

AS Marian Richards is retired. I see her down at the grocery store now.

ME Well tell her Marcella Saut said hello.

AS All right, I will. And then did you know Detlon Albas?

ME He was in the Department as Chair for a long time.

AS Later on.

ME Dr. Woods was Chairman too.

AS Oh yes, uh huh.

ME Woods. I remember going from _____.

AS He was delightful.

ME Uh huh, that's right. And Dr. Holloway, of course.

AS Oh yes, _____ Holloway was so wonderful. And did you know Dr. Chandler?

ME Yes, I remember the name; I don't think I ever had her.

AS She taught Composition.

ME Ok. No I had....

AS Oh, she was a wonderful woman.

ME Composition from Dr. Holloway. _____

(P.A. system voice blocks out this statement) was another one.

AS Oh yes, he was fun. He retired. Was he on campus? When did I see him last. I can't remember. I get so busy I can't remember whether it was last year or the year before.

ME Well good, I'm glad we _____ around. Elsie Veach.

AS Elsie Veach, yes. Elsie and I worked together on different candidates of mine who were candidates for their masters in English and _____ in fiction so we always had a nice time working together.

ME She taught me Expository Writing and I use it to this day. I teach writing at law school.

AS Oh yes, you said....that's great.

ME I teach them how to write decent sentences. (Laughter)

AS You know it's very interesting though, I had a young lady in a course I was teaching, Advanced Comp. that everybody has to take, one year who was working out there but her whole field was visual and she did for me what I think

students can do for you; they just enlarge on our background. She said, "You know, I am never called upon to write a paper; I am called upon to produce visuals to support the main ideas that these people want to talk about. Good heavens, she was earning more than I was but in the visual. And she was right, she could write very adequately but there was no use trying to worry about a decent sentence with her because she knew she had to look over somebody else's work -- it was her job -- and then create the artistic base for it. You may have someone like that too.

ME I do although there's a trend back now to more technical reports.

AS Technical reporting. Well now we've changed our whole thing to technical writing. We even have a Technical Writing major over here.

ME Do they really.

AS Emphasis, in the English Department, which is supposed to be different from the other.

ME I don't think it's very good.

AS I never could see where it was. It seemed to me a good sentence was a good thing. The only difference -- it may be important -- is that we recognize the language of different departments is different. The jargon that you have to learn and how to use it and how to be sure that people understand within your own frame of people. Because the rest of us never could (laughter).

Well, I think we're almost finished.

ME All right. If you can think of anything else to add.

AS No.

ME Anybody else we could interview along with these lines, maybe? Maybe Dr. Hailer, too.

AS Dr. Hailer would be interesting to you because Dr. Hailer has an international grant to work with the Saudis. It's an exciting thing to think of myself here now retiring and my aunt here just leaving here a hundred years ago now and how informal we are and yet we were both preparing -- or she was prepared to teach and did teach successfully. I've got so many loving cups around home that belonged to her. My brothers say, "What are you going to do with these some day?" I said, "I don't know;

they make good flower holders." (Laughter) But the kinds of things that they were able....how we are doing it now. After all, her evening teaching was in teaching English to the Portuguese and the Italians and the Germans who lived around Ferndale -- English as a second language -- and they wanted to learn and they came at night to learn it. And she did that. And here I worked on developing our ESL Program a hundred years later and I had hoped -- well she lived to be a 101 -- she didn't live so that we could have talked about what she was doing and what I was doing at that time in teaching. It was just before this tremendous influx. But it is exciting to think how a lot of those things _____ (voice fades out). I tell my high school Spanish teacher it might be _____ and that maybe she was responsible for my going; I don't know. That in high school she was given freedom to develop a course that had an international outlook and she taught us all the languages she knew a little bit in them and, "Let's see what you know about music the world around," and all of that and I say this started me from a very small community of 200 people to look down at where the world atmosphere is and I've always had that world view that life keeps us going.

ME That's right, very right.

AS It's exciting.

(End of Side 2)